EDWARD WIEBE'S

SERIES OF EDUCATIONAL WORKS.

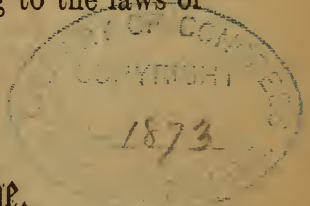
No. **1.**

THE

ALPHA OF EDUCATION

OR

How to teach: Speaking, Reading, Writing and Thinking simultaneously and according to the laws of human nature.



BY

Edward Wiebe,

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BROOKLYN:

OFFICE OF THE LONG-ISLAND ANZEIGER.

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INSTEAD OF A PREFACE.

DEDICATION.

To You on whose mind there remains a spot undyed by the manufacturing process of common schools; to You, whose intellect has not been blunted, or tattooed by the cacoethes of the miscalled English spelling, and anomolous instruction; to You, who wish to obey the great Doric precept: "Know thyself!" to All those, who are foes of darkness, is the present attempt to render the learning of language a natural, healthy, pleasant task, dedicated.

Every intelligent child,—and all are so, unless blighted with a bodily abnormity, or ruined by wanton treatment,—feels the liveliest interest in all objects of nature

and art, that come under its observation. While most impressible, with a blank mind, full of curiosity and, retaining in a faithful memory, all that it perceives, the poor creature is sent to the shambles of the mind, called schools, where it is most carefully imbued with all the elements of false views and of bad taste. Instead of receiving an instruction suited to its physical, mental, moral and esthetic faculties, his body is put to the bench to be tortured, his mind is shocked and deadened with incoherent absurdities, his taste is polluted by ungraceful sights, sounds, etc. What must then become of the hopeful image of God? A pedantic, bigoted, canting, timid, hypocritic, spelling, parsing, ciphering, simulachre of man, either a "good subject" of an autocrat, or a "money making" citizen of a republic.

A lady speaks thus on this topic:

> "The stark and senseless row of letters thrust upon the child, as soon as it enters the school, can afford no pleasure whatever. They excite no idea, they awaken no recollection of any pleasing object ever before seen, and give no promise of any delight ever afterwards to be conferred. They are neither beauty to the eyes, nor music to the ears, nor sense to the understanding. Teaching the Alphabet first, therefore, and in the common way, only disqualifies the

child for the correct pronunciation of the great proportion of the words of our language; and the more perfectly the Alphabet is learned, the more is the child disqualified for the next step in his progress. The more readily the sound of every letter rises to a child's mind, when looking at it in a word, the more will he be disposed to pronounce it the way that costum calls wrong; the more flatly, to his mind, will the teacher contradict what he had taught him before. When the words are analysed into their elementary sounds, they utterly disown and belie the sounds which children were taught to give to the same letters in the Alphabet. According to the ordinary method, therefore, as soon as a child passes from letters to words, he is required to give new sounds to the old letters; and if he remembers the names of the old letters and reproduces them, he is corrected. This renders learning not only difficult, but disgusting. It alienates the child from study, instead of attracting him to it. It makes play more delightful than books, because play is conversant with real things, while books, when used in such a way, are lifeless and repulsive. They are not mere impediments to progress but causes of bad mental habits." (Mrs. Mann's Primer, Boston 1851.)

Not hecatombs, but millions of English children fall holocausts to the idol of falsehood, enthroned on the teacher's desk. Thousands of scholastic cars of Jaggernaut are crushing the young germs of truth, morality, and good taste, through the whole length and breadth of the republican, as well as the royal Empire of the English and associated nations. That there is not much hope of a speedy relentment in this slaughter of the innocent, on the part of their educational guardians, may be gathered from the spirit and character of "The English Spelling-book" published by the American Society for the Diffusion of Useful Knowledge, New York, 1850.

We read there :

> "After a year of careful investigation, this committee presented a report, containing a list of 110 different spelling-books published in this country since 1804 . . . . These investigations led to interesting and unexpected discussions and results. The immense circulation of these books ; their influence upon the mind and character in the incipient stages of mental development, and their power to give the earliest, the most valuable, and the most lasting impressions, in respect to the nature and use of our language, have been often and carefully considered. The Spelling-book has long been regarded in Eng-

land, Scotland and the United States, as an almost indispensable introduction to a knowledge of our language. So extensively has this sentiment prevailed, that the history of Spelling-books embodies no unimportant part of the history of Education ;— they show the progress, which has been made in the application of philosophical principles in systems of instruction. — One book in England has passed through more than 450 editions ! The Spelling book is one of the most effective instruments, in developing and moulding the youthful mind."

The great importance of the so-called Spelling-books can certainly not be sufficiently extolled. Yet a very powerful mental microscope would be sorely puzzled to find in this result of so much care that thing, which is commonly called progress ; and though it sounds very credible that "the child may not derive either pleasure or profit from the study, while he is in the *Spelling*-book," it invites to incredulity to read in the same report : "Yet he will in all his future studies find great and permanent advantages, resulting from this early instruction in the elements of language."

With the hand on the heart, ask yourself, reader : Is no visible genuine improvement, progress ? Is the utter want of feeling, which pervades our community, as re-

gards a full appreciation of what language is, worth the name of "great and permanent advantages"? Is mere industry in book-making a proof of philosophical principles? Does the spirit of all that great mass of books for children show that their writers even understand what elements of language mean?

(See: Kraitsir's "Glossology" page 12 ff.)

The Author of the Alpha answers all these questions with: No! and hopes his friendly reader does the same.— An experience of over twenty years has taught him the high importance of wholesome nourishment for the infant mind. "Among all American School-books, hitherto published, such is not to be found! None of them is prepared with sufficient reference to the laws of the human mind." *) This circumstance, sad as it is, gave birth to the Alpha of Education. The book is intended to lay the foundation of a rich culture in the intellects of young children. In how much the Author succeeded, time to come will teach us. For the present he is satisfied with the numerons good testimonials received from prominent literary men and practical teachers, from which the following few are selected and commended to the attention of the reader.—

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*) See: Handbook of Anglo-Saxon Orthography by a Literary Association, New York, Montgomery, in the address to the Reader.

Mr. Edward Wiebe of Holstein has submitted to me a book, entitled "The Alpha of Education", designed to instruct young children in the first principles of Grammar and prepare them for the natural and rational grammatical system of Dr. K. F. Becker. After a careful examination of the work I can gladly recommend it to mothers and other teachers of the young as an invaluable help to a systematic and pleasant course of instruction.

HOWARD CROSBY,
Professor of Greek Lang. & Lit. in the University of the City of New York.

New York, 1854.

I have examined a work, prepared by Mr. Edward Wiebe, entitled "The Alpha of Education", and I am satisfied, that it is the production of a disciplined and accomplished mind.—The work is so peculiarly and ingeniously arranged, that thought must necessarily be developed, on the part of the young learner, at almost every step.—It will be an invaluable guide to those who are desirous of laying the foundation of a rich culture in the intellects of young children.—I sincerely wish Mr. Wiebe all the success which he so eminently merits.—

JOSIAH REEVE,
Principal of Public School No. 8.

Brooklyn, 1854.

PRELIMINARY ADDRESS TO THOSE WHO ARE DESIROUS OF MAKING THE RIGHT USE OF THIS BOOK.

Reading, in one of its different significations, means the act of making audible, by virtue of the organs of speech, thoughts, which previously have been made visible by printing or writing.—Since instruction in reading is one of the first mental occupations of our little ones, very much depends on its management. Especially it must be inquired:

1. *When to begin* the instruction in Reading?
2. *Which method* to employ?
3. *What material* to make use of?

Respecting the first of these questions it must be answered: not before the expiration of the 6th or 7th year of the child, according to its mental capability and bodily strength. From that period, when the bodily organs of

the senses are so far developed, that, by their activity, mental life is beginning, until the mental activity reaches such a point of perfection, that the real instruction of the child may begin, every child ought to be occupied according to the rules of the "*Kindergarten*".*) Playing is the most natural occupation of children, and the natural impulse of imitation leads them to the first activity; play and this natural impulse of imitation therefore are made use of in the "Kindergarten", as the first means of Education. A child after having been educated from its 3d until its 7th year in a "Kindergarten", or, where these asylums of infancy are not existing, according to their rules, at home, will not only be prepared to learn Reading and Writing in six months, but its childish passions will be mastered, it will have acquired the impulse of extending and perfecting the faculties hitherto obtained, which then can become real cultivation, provided, that the child be treated according to its individuality, and in accordance with the laws of nature. Such a foundation of Education undoubtedly must bear rich fruits for the whole duration of life of the individual and consequently of mankind.

The answer to the second of the above questions:

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*) See Appendix.

"Which method to employ?" is easily found.—He, who hitherto has outraged the human mind by teaching to read, after the so-called spelling method, will know, if he has paid attention to his own and his pupils activity, that, after having taught the *names* of letters, the scholar was not at all enabled by this knowledge, to read. The ability acquired extended to having the names of letters in the memory only. That was all ! and this all, which, properly speaking, is to be called less than nothing, often was the result of a year's mishandling of the awakening human mind.—As the names of letters are of not the least consequence for the pronunciation of any word, the teacher having taught the names of the letters, had to mind a second thing, namely, to pronounce himself the words, spelled by his scholar, which pronunciation of every single word the scholar then was obliged to impress on his memory. Hence, learning to read, and being able to read, was a thoughtless occupation of memory only, and the best way for mutilating even the noblest mental disposition.—

In pronouncing words we join the sounds of all, or some letters of which a word consists. If we now teach our scholars the *sounds* of the letters of a word to be pronounced, and teach them, that pronouncing a word is nothing but joining the sounds of its letters, they will

have no difficulty at all in reading whole sentences, the words of which consist of letters, whose sounds they are aware of. Pronunciation to them then is nothing but a *logical conclusion*, a consequence, which they, under all circumstances, without their teacher's assistance, are able to draw.

This method of teaching to read is called after the Greek word: "*Phone*, sound", the Phonetic method, because it teaches the sounds of letters. Can it, after these explanations, be doubtful, which method is the preferable one? This improved system and method is, as Charles Kraitsir says in his Glossology, page 33, no fanciful speculation, but an audible, visible, tangible reality, which only those cannot hear, see, and touch, who are deaf, blind and callous by nature or education, or whose interest it is to maintain old abuses for pecuniary profit, and therefore prevent the public from obtaining light etc.*)

We now may proceed to answer the third question:

"What material to make use of in teaching to read?" So very much as our method differs from that, hitherto in use, so determined are we against the material and the form

*) vide Glossology, by Charles Kraitsir MD. New York, George P. Putnam, 10 Park Place. 1852. A book, highly to be recommended to any American desirous of assisting in the amelioration of the present educational systems.

in which it has been employed, respecting its contents as well, as its exterior. Our Alpha of Education does not contain any pictures. The phonetic method does not want this (as the Germans call it) ass'-bridge, for, reading after this method is no thoughtless occupation of memory, that often fails, it is a *result of meditation*, whereby all and every other help can be spared. The child, having learned the sounds of the letters "*h-a-t*", does not want a badly finished picture of the object, denoted by this word; it will under all circumstances, by joining the sounds of the three given letters, pronounce the right word, because this, and nothing else, is the result of that operation, as certain as twice two makes four.—

This is the first reason why we do not want any pictures. A second ground is the following. The pictures, mostly cuts or prints, put up in a very bad style, offend the taste, or sense of beauty of the children, and lead astray their intuitive power, or conceptive faculty, as it is totally impossible to represent all objects in accordance with their true measure. Can it give a right idea of the sun, moon, stars, houses, apples, bees etc. to a scholar, if he finds all these objects represented in the same magnitude? He, who wants the child to have a true idea of the shape and size of objects, thus shown, is acting on as unreasonable principles as he, who teaches the names

of letters, wanting his scholar to pronounce the sounds of them. One suits the other perfectly, (one telling audible the other visible lies) one therefore must be extirpated together with the other, as inventions either of stupid or meanspirited scribblers, who either are unaware of the wants of the human mind, or premeditatedly assist in mutilating it in its very awakening. Horrible to say, but true!—Would ye, enjoying indepedence from any political yoke, not be willing to contribute your mite in freeing the most eminent in creation, the breath of God, the human mind? Unless all of you unite to introduce a way in education more in accordance with nature, there can be no reasonable hope of real mental, moral and esthetic amelioration throughout this land of the so-called free!

Respecting the contents of reading material the chief maxim is, to give nothing, except out of the circle of notions of the child itself, words, denoting *real existence, real action.* The garden, the streets, the fields, the child's home etc., offer all we are wanting (see Part. II of this book) and we are not obliged to rove either into the republic of letters or into the sphere of abstractions. What the child is to read, must be understood by it, must be understood thoroughly, if it is not so, it will injure the mind of the child, and harm, where it intended to become useful.

After these few lines, which we deemed necessary to point out the position we occupy, we proceed to the explanation of the Phonetic method in the following pages. This essay on this highly important matter is the result of the ardent wish to become useful in general, especially to those, whose destiny it is to enjoy the fruits of a *better organized Society*, of which we can be nothing but the longing harbinger.—

Brooklyn, Dec. 30. 1854.

E. W.

INTRODUCTORY EXPLANATIONS.

INTRODUCTION.

§ 1.

THE LETTERS OF THE ENGLISH ALPHABET.

Signs:	Names:	Sounds:
A a	a	a (sound equivalent to its name)
B b	bee	b'
C c	see	s' and k'
D d	dee	d'
E e	ee	e (sound equivalent to its name)
F f	ef	'f
G g	jee	j' and g'
H h	aitch	a breathing forcibly before the suceeding vowel is pronounced.

I	i	i	i (sound eq. to its name)
J	j	jai	j'
K	k	kay	k'
L	l	el	'l
M	m	em	'm
N	n	en	'n
O	o	o	o (sound eq. to its name)
P	p	pee	p'
Q	q	kyou	k'
R	r	ar	'r
S	s	ess	'ss
T	t	tee	t'
U	u	you	you (sound eq. to its name)
V	v	vee	v'
W	w	double you	ou (as in you)
X	x	eks	'g's and 'k's
Y	y	ou–i	ee and i
Z	z	zed	's

§ 2.

These letters are either Vowels (voices, vocal sounds) i. e. simple sounds, formed by a continued effusion of the breath, and a certain conformation of the mouth, without any alteration in the position, or any motion of the organs of speech, from the moment the vocal sound commences

till it ends ; or Consonants (mutes), not sounding, unless connected to precedent or subsequent Vowels. According to these explanations there are in the English Alphabet 5 Vowels, to wit :

a, e, i, o and u, and the rest of the letters are consonants, among which w and y are called Consonant-Vowels, being used sometimes as Consonants, sometimes as vowels. These 26 letters of the English Alphabet are used as representatives of 40 distinct sounds by which all English words are expressed. —

§ 3.

a) Letters (vowels and consonants) are the first principles or elements of pronunciation, which form syllables and words.

b) Pronunciation is the act or mode of articulating the sounds *(not the names)* of letters by the organs of speech.

c) A syllable is a word, or part of word, uttered by one articulation.

d) A word is a single part of speech.

e) Reading is the act of pronouncing syllables and words, according to the *sounds*, contained in them.

§ 4.

Reading can be taught either by the Spelling-method, or the Phonetic method. The spelling method teaches the names of letters, the phonetic their sounds, and both of them intend to make the learner acquainted with the Pronunciation of words, which is, according to the above (§ 3) the act of articulating the sounds, of which a word consists. —

The names of letters are not at all necessary for pronouncing words, but not the smallest syllable can be pronounced without uttering sounds of letters ; hence it must be evident that the phonetic method is the best suited to the nature of language and therefore the only admissible one.

An instance. The word : "*how*" consists of three letters, the names of which are :

1. aitch, 2. o, 3. double you.

The spelling method teaches these three names and wants the scholar to pronounce the word so that nothing of these three names is to be heard. Is not that ridiculous? An other instance. The word : "*queen*" consists of 5 letters. The phonetic method teaches : the word queen contains the sounds :

k' ou–ee–'n (see § 1.) Will this enable the learner to

pronounce the word rightly, or will it be easier for him to do so after having been told that the letters of the word "queen" are named :

kyou, you, double e and en ? !

These few instances will be sufficient to convince any person, even of the most ordinary perceptive faculty, that no scholar will be able to pronounce a word, if the names of letters only have been taught to him, but, on the contrary, very soon will be able to pronounce even the most difficult words, after being aware of the sounds of letters.

It can not be too often repeated : In speaking we pronounce the sounds of the letters, of which a word consists, totally independent of their names ; of what use then is saying (as the spelling method does) the names of letters, previous to pronouncing their sounds ? —

§ 5.

Until the beginning of the 19th Century the spelling method only was made use of for the instruction in reading in Germany. Pestalozzi, Stephani and others, since that period, have cultivated and brought into repute the phonetic method, and no enlightened teacher will now be found, either in the northern or southern part of Germany, and in other parts of Europe, where the German Idiom is taught, who does not acknowledge its

superiority, although, in the beginning, it met with many antagonists. The English language, it is true, on account of its numerous anomalies, offers great difficulties for the application of the phonetic method. Nevertheless the author of this essay deems it no useless and unworthy task to make an attempt to banish the spelling method, and to introduce the more natural, phonetic method, which is the only one in accordance with the laws of the human mind and therefore the only one admissible. —

PART I.

EXPLANATION OF THE SOUNDS OF LETTERS AND MATERIAL FOR THE FIRST INSTRUCTION IN READING.

PART I.

Chapter I.

§ 1.

EXPLANATION OF THE SOUNDS OF LETTERS.

i sounds like i in mine.
u ,, ,, u in muse.
o ,, ,, o in no.
a ,, ,, a in fate.
e ,, ,, e in me.

The sounds of the vowels a, e, i, o, u, are equivalent to their alphabetical names. After the learner has pronounced the sounds of these vowels, show him the signs of them and then teach him the sounds of the following consonants.

§ 2.

'n and 'm

In order to show how the consonant n sounds, pronounce, and make your scholar pronounce, the word: "*no* !" very slowly. As the word no ! consists of two sounds: 'n and o, you have to spend as much time in pronouncing the first 'n, as in pronouncing the latter o, and your scholar will soon learn how to sound the 'n.

The name of this letter is to be spelled en, as done in § 1. Every attentive observer will easily perceive that in sounding n, he presses the tip of his tongue to the gums of his upper teeth, breathing through the nose with the mouth open, and, which is the main point of the matter, *omitting* the vocal sound e, the first sound of the name of the letter n.

Sounding 'm, close the lips and let the voice issue by the nose, omitting the vocal sound e, which is the first sound in the name of the letter m.

Remark. The succeeding or anteceding ', joined to the signs of the sounds, indicate, that either before, or after sounding the letter, a vocal sound, necessary for spelling the name of the same letter, is to be omitted.

After your scholar has pronounced the n in different

words, commencing with this letter, showhim the n and tell him, that this is the sign for that sound ; then make him describe the shape of the letter n and then proceed to the sound and sign of the letter m. In order to show the sound of this letter, pronounce and make your scholar pronounce words as : me, mine, meat &c. After having done so, (not before) show the sign of the sound m, and make the pupil tell the difference in the shape of m and n. Then proceed to the following exercises.

na ni no ne nu

mi me ma mu mo

no ma ne mi nu ne me mo na ni nu mi mo mi ma mu mo. —

Remark I. As the scholar knows no other sounds of the vowels but those, taught in § 1.—he undoubtedly will pronounce them accordingly ; other sounds of the vowels are not to be taught yet.

Remark II. After your scholar knows the sound and the printed sign of a letter, he must learn how to write the written sign of it. A slate ought to be ruled for this purpose, and each letter written in as large a hand as the room on the slate will admit of. The exercises

in writing go together with those in reading, and, although the young pupil's imitations will not prove satisfactory, it still gets an idea of the form of written letters and will soon be able to write dictated words, consisting of letters hitherto taught.

§ 3.

v'—'f.

The sounds of these consonants are easily to be distinguished by pronouncing the words :

vale (val) a valley, and

to fail (fal) not to assist, to neglect.

Both of these words consist of three sounds, viz :

vale : v'–a–'l,

fail : 'f–a–'l ; the last two sounds are the same in both these words ; their initial letters only have different sounds, which are formed by pressing the upper teeth upon the under lip and then letting the voice go out, in sounding v', and a short blow, sounding 'f.—

After enquiries about the shape of v and f, proceed to the following exercises :

ve vo va vu vi

fe fo fa fu fi

va vo fi vu fe fa ve fo vi fu no me va no mo fa na mi ma no.

§ 4.

b'—p'.

The words "bee" an insect, and
"pea", a kind of vegetable or pulse,
teach the sounds of b' and p'.

Act the same way as before in teaching the sounds of n, m, v and f, do not forget to speak about the sounds and signs of these letters, comparing them to each other and then proceed to the following exercises.

be bo ba bu bi

po pe pu pa pi

po ba pe bu pa bi bo po pi no mu po bi ma nu be pu me ne mi ni mu no.

§ 5.

d'—t'.

The words—"to do"—teach the sounds of the letters t and d. Act the same way as in the foregoing lessons and make the scholar sound :

da do di du de
te to ta ti tu.

no mu mi ni ne pu va fe be me da do ma no va fa ne po mo na ma ni fu ne vi ti to da te.

§ 6.

g'—k'.
g'—j'.

The words "Gig" (a kind of vehicle)
and to "kick"
show the different sounds of g' and k'.—

The sounds of k and g (hard) are formed by pressing the middle part of the tongue to the palate near the throat and separating them some what smartly to form the sound of k', and more gently to form the sound of g' (hard).—

The sounds of g' (soft) and j' are heard in the words :
"Gem" and
"Jewel".

Make your scholar pronounce a good many words commencing with hard and soft g' and k' and j' and then make him read the following exercises :

g' hard : ga go gu ;
ka ko ki ke ku.
g' soft : ge gi ;
je jo ju.

na me va fi bo pa du to to ga na ju ke ko na go ma fu ne ba pa ma nu jo ka bo na mi be no ve fo ma no pu ti nu bo no ne mo fu go tu ko ki mo ba.

§ 7.

c', 's, z'—

C (hard) sounds like k'—before : a, o, u ;
c (soft) ,, ,, 's—before : i (y) and e ;
s, at the beginning of Syllables, sharp hissing sound ;
z, flat s.

Exercises.

ca co cu ci ce sa so su si se za ze zi zo zu.—
na no ke ma ve ne me ko nu fo mo va na jo ma fu bo go ka no go pa ma bo pu tu da na ti ko ga ne mi nu ki na ba be bo mo ju po no ba bu mo no.

§ 8.

'l.—

The sound of this letter is formed by pressing the tip of the tongue to the gum of the upper teeth (somewhat more forward than by forming the sound of d and t) while the breath issues from the teeth.

L'—ove, l'—ife, l'—and &c.

Exercises.

la lo li le lu no bo ti ka ko za se me go na be si ne bo fa da ba mo su ve fi tu na ki ba bo ma fo ma po ka ko mo po zu zi ca ci co po so no ba me ni ma co ze me na.

§ 9.

h'.—

There is no greater difference between the name and sound of any letter, than between the name and sound of the letter h'. Its name "aitch" has not the least similarity to its sound, which is nothing else but breathing forcibly previously to the pronunciation of any succeeding vowel.

"H'—and, h'—ouse."

Pronouncing these two words, it will be observed, that, in the former place only the syllable "and," is pronounced with a strong breathing previous to it, and in the latter the syllable "ouse" is pronounced, preceded by a strong breathing.

Exercises.

hu ha he hi ho ma ca ma ba za ka do ba ni ti fa vo ne si tu ka ki mo no ka fi go lo go zo na ce po ba se ti za ma na li me su ve fi ta sa ba ta le lu ku na ci no bo me fi po pi.

§ 10.

'r.

The sound of this letter is a vibration of the tongue, caused by propelling the breath from the throat to the mouth. In sounding the letter 'r the tongue ought to be kept at such a distance from the palate and teeth, as suffers it to jar against the former.

The letter 'r never is silent, although its sound particularly at the end of syllables and words, is frequently heard but little. A distinct pronunciation of this letter will prove very useful for a distinct pronunciation in

general. Hence it is of the highest importance not to neglect, but to pay a particular attention to the exercises on this letter.

Exercises.

ra re ro ru ri pi po ri fi ta le mo na ta da mo go to lo na mo bo la pa fa vi ti za ca go lo pi na ve po ku ru ma re ha hi na go jo ba ta ka zo hu fu lo ba fi re ko ze sa ma ri lo sa cu re te vo la te la ro ma sa me na ra ku re po hu zu ho no lu lu fa no ma na.

§ 11.

q'.

This letter has always the sound of k', is constantly followed by u, and its sound is heard in

"Queen" (kw-ee-n).

Exercises.

qua que qui quo ra bo mo na ba sa qua ma re na la ve go fi cu sa que ho no me re jo po ha ta ro da fi vo ka bo te na lu na qui fa ta vo ze po ma quo no sa ko mi za ci po go ra hu po ro lo go ma ra me ku la re cu fa.

Remark. X, not beginning any English word, to be omitted in the exercises of this Chapter.

§ 12.

w—y.

"W" is, at the beginning of a word, a consonant, at its end, a vowel, and sounds in both cases like the "ou" in the word "you".

"w—ave, w—ater".

Remark. There is a difference in the sounds of *w* at the beginning and at the end of a word, but this difference is so slight, that, for practical purposes, it is well to consider these sounds as identical.

Exercises.

wa wo we wi no nu quo ta la to no la pi vo ze qua we ku go ta pu so fa vo ra ra mo que to wo ke me po ra gu so na re qui bo da to wa ri mo ho po bo da ta sa ba lo mo bo do fa gu ho ke la mo na po qua ri so te vi wo za.—

"Y", at the beginning of a word, a consonant, at its end, a vowel, sounds at the beginning of a word like y in

the word "you", and at the end of monosyllables like i, viz.:

why, by, my, thy &c.

Exercises.

ya ye yo my by te mo fa qua do fo ma na po to se we my.—

Chapter II.

In the first chapter all reading exercises consisted of two letters only. The commencing sound (*In*-sound) always was a consonant, the final sound (*Out*-sound) a vowel in its alphabetical or natural sound. The exercises of this chapter are to be words, consisting of three and more sounds, and they are destined to teach the non-alphabetical sounds of the vowels.

For inst. a like a in fat.
e „ e „ met
i „ i „ pin.
o „ o „ not.
u „ u „ tub.

Exercises.

Short a.—bag bat cat dam fat fag fan gad gag gas has hat ham lad lag man mad ran rat sap.

Short e.—bet net let met get pet set wet.

Short i.—fin gin pin sin tin win.

Short o.—dot got hot lot not rod.

Short u.—but mud tub bud mug.

§ 13.

a long.—

To be observed that *e* at the end of the following words serves to lengthen the *a* and therefore is mute.—Any letter not to be pronounced, is, in the following exercises, printed in Italics.

Exercises.

ape ale ate ace babe bake pale fame face tape tame lake lame lane lace made mate mane make rate game page wade wave shame spade snake blame plate place slate brave grate graze whale able table.

Remark. Your scholar will be able to pronounce all the above words. The sounds of sh in shame, and wh in whale only are not yet familiar to him, and you therefore have to pronounce them before him.

§ 14.

a short.—

at an am ash bad bat bag pad pat pan fat fan vat van tax sat lap lad mad map mat man nag rat ram ran gat hat ham wag wax than that chat bath span plan flax flag glad brag add ass glass back pack jack damp lamp and band apple.—

Remark. X sounds like ks. Explain the sounds of th, and ch, (tsh) which hitherto did not occur.

§ 15.

a middle.—

are bark park lark dark march farm yarn barn harm starch parch mark.

a broad.—

all tall gall small hall call stall salt malt warm walk stalk chalk hawk crawl.

§ 16.

e long.—

me we ye be he she eve mete cede these.

e short.—

bed pet pen peg fed vex den ten set led let met men net red get hen yet web wet yes step eb͡b egg bell tell sell

wel*l* bles*s* when deck neck med*dle* net*tle* peb*ble* vest nest west pelf self shelf held belt elm send lend mend spend lent wept hemp.

e like *ai* in *air*.

ere there where.

§ 17.

i long.—

pie die tie lie ire ice bite pipe pike five file fine vine dive dine tile time side life lime line like mile mine nine nice ripe ride hive hide kite wipe wife wide wine shine spine spite smite pride drive twine swine quite qui-et white bible mind kind bind.

i short.—

in it is if bid bit big pit pig fit fig fix dip did dim dig tin sin sit sip six lip lid gig him his hit wit win wig this ship chip chin pith with fish dish wish rich spin skim skip trip twig twin swim quit whip lisp mist disk gilt silk milk mint ink pink drink lift ring king wing thing spring mid*dle* lit*tle*.

i before r.—

sir stir bird dirt thirst squirt girt first birth birch.

§ 18.

o long.

no go lo so ho wo foe doe toe roe hoe wo ode bone pole poke sole mope note nose robe rope rode hope hole home joke yoke stone slope globe gold.

o short.

on ox box pod pot fox dot lop sob sod sot lot log mob mop nod not rob rod got hop hot hog jot yon shop shot spot stop blot plot drop frog rock flock frock pond fond oft soft.

o middle.

do to move prove lose whose who whom.

o broad.

or for nor lord short horn storm fork horse.

o like short u.

dove love glove some done none son won.

o like u before r.

work word worm world.

§ 19.

u long (English).

due hue use fume dupe duke tune lute mute mule tube june.

u short (English).

up us bud but bun fun fur dun dug tub tug sup sum sun mud rub run gun hut hum jug hush such much snub plum pun buck duck struck dust must trust thrust dusk hunt pump jump stump turf dung.

u long (German, like oo in : too, boot).

brut*e* rud*e* rul*e* truth.

u short (German, like oo in : foot, book).

put bul*l* ful*l* bush.

§ 20.

y long.

by my thy shy ry*e* try pry why dry.

y short.

ve-ry ci-ty la-zy sil-ly pret-ty sor-y saf*e*-ty *surc*-ly (sur*e* like : shur*e*).

long a e i o u before r.

dar*e* har*e* shar*e* mer*e* her*e* fir*e* wir*e* hir*e* quir*e* or*e* bor*e* tor*e* sor*e* mor*e* wor*e* shor*e* pur*e* sur*e*.

§ 21.

ee.

see weep steep sheep beef need meed sweet eel feel green week cheek fleece sweeten.

oi, oy.

oil boil soil broil spoil join point joint moist hoist noise choice boy toy joy.

ow, ou

bow vow sow how owl howl growl town loud shout south cow round hound house vowel sour pow-er flow-er.

Remark. e in the unaccented terminations of pow-er, flow-er &c. pronounced, as if written pow-ur, flow-ur &c.

ai, ay.

wait pail hail snail main rain pay day say may hay play stay sun-day re-main air fair.

aw, au.

awe daw saw law raw shawl dawn yawn daub sauce taught caught naught.

oo.

too food boot root broom moon goose poor boor ;
good wood foot wool book look brook.

ew.

ewe few dew new hew yew hewn.

ea.

pea tea sea leave read eat meat peat wheat lean speak beast teach ear hear near rear clear clean dear tear fear.

oa.

loaf toad load road boat throat foam oak soak roar soar.

ei, ey.

veil vein rein they prey grey their theirs.

§ 22.

Capital Letters.

v. V. u. U. w. W.
p. P. b. B. r. R.
t. T. f. F.
n. N. m. M.
s. S. l. L.
i. j. I. J. h. H. k. K.
c. C. g. G.
o. O. q. Q.
a. A. e. E.
d. D. x. X.
y. Y. z. Z.

§ 23.

A-dol-phus.—Ber-nard.—Charles.—Char-lotte.—Clay-ton.—Da-vid.—Ed-mund.—Ed-ward.—E-liz-a-beth.—El-len.—Fer-di-nand.—Fran-cis.—George.—Hen-ry.—John.—Kate.—Lew-is.—Ma-ry.—Nich-o-las (ch=k).—Pe-ter.—Rich-ard.—Ro-bert.—Sam-u-el.—Soph-y.—The-re-sa.—Ur-su-la.—Val-en-tine.—Will-iam.—

End of the first Part.

PART II.

A.

INDICATING AND DISPOSING OF NOTIONS OF THINGS.

Nouns.

PART II.

Indicating and Disposing of Ideas, the basis for the Formation of Notions.

A.

Indicating and Disposing of notions of Things.

(Nouns.)

I.

I see around me many things or objects. In the sitting-room I see my parents, father and mother, my sisters and brothers, my grand-father, my grand-mother ; there are tables and chairs, there is a closet, a chest of drawers, a foot-bench, a clock, a stove, looking-glass and many other things.—

In the bed-room there are beds, chairs, a wash-stand and a wardrobe. Things, which are used in sitting-rooms, bed-rooms and parlors are called furniture.—

In the kitchen are many things too. There is the fire-place, a range or stove, there is fire, there are ashes, coal, wood, forks and knives, dishes and plates, glasses, pans and pots, pails and other things. Things, which are used in a kitchen, as: dishes, pans, pots, pails &c., are called kitchen-utensils.

Fire, wood, water, coal and similar things, are called materials.

In our cellar is milk, butter, cheese, meat ; apples, potatoes, beets and many other fruits and vegetables, as parsley, cabbage ; onions are kept in the cellar also.

In the school there are many children, boys and girls; in the school there is a teacher also. The teacher instructs, teaches, and the children learn from him. In the school-room there are still many other things, which the children make use of in learning, namely : benches, tables, desks, slates, slate-pencils, copy-books, pens, books, sponges, and sometimes a black-board. These things are called school-utensils.*

In the street I see other things. On both sides of the street there are houses and sometimes trees. On the

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* For this and several other words, not enjoying citizenship in the English language, but contained in the "Alpha", the author claims the forbearance of his reader.

side walks men, women, children are walking; in the streets animals running; wagons, cars, stages moving.

Besides these things I can still name many other things. My mother says every thing must be called by its right name. I do not know the right name of every thing. My parents call every thing by its right name, therefore I have to listen to what they say.

The names of things are also called NOUNS. This I will try not to forget.

After your scholar has read the above, go into a conversation with him, similar to the following.

Mother. Well, Fred, you have read something about things. The things, you were reading about, are seen in different places. One of the places, you were reading about, was called the school. What things are said to be in the school?

Child. In the school there are boys, girls, a teacher, benches, tables, desks, slates, pencils, copy-books, pens, books, sponges, a blackboard, and a ruler.

Mother. What is said in your book of those things, children make use of in learning?

Child. It is said these things are called school-utensils.

Mother. Well, my dear! These things are called thus, because they are used in a school; just as the things, used in a kitchen, are called kitchen-utensils. In passing through the streets you see different things. What things do you see in the streets?

Child. In the streets I see houses, trees, men, women, children, animals and wagons.

Mother. What things do you see in the sitting-room?

Child. (names things, which he sees in the sitting-room).

Mother. What things do you see in the bed-room?

Child. (names these things).

Mother. How are those things called, which we make use of in a sitting-room, bed-room or parlor?

Ch. Such things are called furniture.

M. What things are used, and therefore kept in a kitchen?

Ch. In the kitchen there are pails, knives and forks, plates, pans and kettles.

M. And how are these things called?

Ch. They are called kitchen-utensils.

M. What things, which you see in a kitchen, are called materials?

Ch. Fire, wood and coal are called thus.

M. Do you recollect, Fred, how that place is called, where fruits and vegetables are kept?

Ch. That place is called a cellar.

M. Are any other things kept in a cellar?

Ch. Milk, butter and cheese are also kept in a cellar.

M. Are these things, we have spoken of now, all the things you can name?

Ch. I can yet name many other things.

M. How must every thing be called?

Ch. Every thing must be called by its right name.

M. Does my Fred know the right name of every thing?

Ch. No, mother, I do not!

M. Would you like to know the right name of things?

Ch. Yes, Mamma, I should like it very much.

M. Well, then, your parents call every thing by its right name, therefore you have to listen to what they say. How are names of things also called?

Ch. Names of things are also called Nouns.—

It is well to be observed, that every thing, contained in the reading lesson, is interwoven with the conver-

sation, no matter, whether it be done in the same succession, or not. Let it not be neglected, that the child repeats part of the question in his answer, it is a necessary proof of the child's understanding the question.

After every reading lesson a conversation as the above has to take place. Nothing ought to be brought into it, with which the child is not acquainted; for, in that case, a child would not feel more interest in it, than you would do in a book, written in any language unknown to you, or treating of a subject, which you are incapable of comprehending.

If your little one answered your question well, (he will do so, if your questions were conformable to his mind), then proceed to the next exercise. This is, make him write something corresponding to the reading lesson and the conversation. In this instance, make him write names of things, which he sees.

Lesson I. Write the names of 12 things on your slate.

Lesson II. Write the names of 20 things, which you see at home.

Write after each of them a comma, and after the last one a period.

Your scholar perhaps will trouble you considerably in asking you how to write this or that letter; assist him as much as is necessary, and never, never become

weary in doing so! Be careful in laying the foundation! If you are careless, your scholar will become so in a still higher degree, and you will find him to be so as long as he lives. Therefore: throw aside all schoolmasterly principles, follow the laws of nature in developing the natural dispositions of your child and it will become richly endowed in every branch of knowled ge and skill, and thereby be a useful member of a future better organized Human Society.

II.

Behind the house there is a stable. In the stable I also see many things. There I see the horse, the colt, the cow, the calves, the sheep, the lamb, the ox, the goat, the pig, ass, hens, chickens, roosters, geese, ducks, turkeys and guinea-fowls. These are living things, animals.

In the garden I see many other things. In the garden grows the violet, the rose, the pink, morning-glory, the apple-tree, cherry-tree, pear-tree, peach-tree, cabbage, salad, parsley; in the garden grow potatoes, beans, peas, carrots, pumpkins, melons and tomatoes. All these things grow out of the ground, they are called plants. In the fields I see other plants growing, such

as : rye , wheat , barley , oats , turnips , peas and tares. There clover grows also. In the fields I see the birds fly, the horses run, there the lambs skip, the hare runs, the farmer digs, plows and sows. If I am in the fields on a fine day I see the blue sky over me. I see the sun, moon and so many, many stars, that I can not count them. I have seen how the clouds are hovering in the air, how rain, snow and hail are falling, how the fog makes it dark by taking from us the lovely sun-shine, and how lightning flashes through the air.

Conversation on the foregoing lesson.

Lesson III. Write 12 names of plants.

Lesson IV. Write 12 names of animals, which you have seen in the air and on the ground.

III.

Every object has its parts. Parts of a horse are : the head, neck, back, body and legs. At the horse's head I observe the ears, eyes, nostrils, mouth ; on its neck I observe the mane. Under the hoof I see the horse-shoe.

The horse-shoe is no part of the horse's body, it is fastened to the hoof of the horse by nails. This is done by the horse-shoer.

The parts of a tree are : the root, or that part of the

tree, which is under ground ; the trunk or stem, the boughs, branches, leaves, blossoms and fruits. Trees, which give us fruit, are called fruit-trees ; trees, which grow in the forest, are called forest-trees.

The parts of a house are very numerous. Walls and the roof are the outside parts of every house. I enter the house through the door ; then I am in the hall ; from there I can go into the parlor, sitting-room ; down stairs into the basement, the kitchen, where there is the fireplace or hearth, or up stairs into bedrooms and to the garret. In the walls I see the windows, on the roof is the outlet of the chimney, through which the smoke goes into the air. The opening in the roof by which we can get upon it, is called the scuttle, and that, by which the light falls through it, and which is covered with panes, is called sky-light. The wood or stone under doors and windows is called sill ; the bottom part of a room or house is the floor and the open space before a house we call court. Some houses have no basement. Round the basement there is the area. Blinds or shutters cover the windows usually on the outside. On the piazza is a pleasant seat.

Conversation.

Lesson V. Write the parts of a cow.

Lesson VI. Write the parts of a book.

IV.

Now look at your own body. The principal parts of the human body are : the head, trunk and limbs.

Parts of the head are : the face and skull. The skull is covered with hair. Parts of the face are : the forehead, nose, eyes, mouth, chin, cheeks, ears and temples

I have two eyes. In the eye I observe the eye-ball, near the eye the eye-brow, or hairy arch over it, the eye-lid, or cover of the eye, the eye-lashes, or the line of hair on the eye-lid and the angle, or corner of the eye.

With the eyes I see all objects around me. Sleeping, my eyes are shut, and then the eye-lids are closed.

I have two ears, a right and a left one. With my ears I hear, what my dear mother, or other persons are saying to me. I have one mouth. The lips are the border of the mouth. In the mouth there is my tongue, the palate and the gums. Through the mouth I take meat and drink. With my teeth I chew and by the tongue and the palate I taste my food. Lips, teeth, tongue and palate are necessary for speaking, they therefore are called the "ORGANS OF SPEECH."

My nose is in the middle of my face. I breathe through the nostrils ; the nose is the organ of the sense of smelling.

The head and trunk, or body are joined by the neck.

The front part of the neck is called throat. The part of the body, from the neck to the stomach, is called chest.

Its forepart is the breast. The joint, connecting the arm and body, is called shoulder. The hinder part of the chest is called the back. The thigh is the joint, conecting the leg and body.

Arms and legs are called limbs. The end of the arm is the hand. The limb, reaching from shoulder to hand, is called arm ; the angle, made by bending the arm, is called elbow ; I have two arms and two hands. The extreme parts of the hands are called fingers. The short, thick finger is called thumb. The fist is a closed hand ; the wrist is the joint, connecting the hand to the arm.

With our hands and arms we can work, write, draw, sew and knit.

The lower limbs are the legs. Parts of the legs are the thigh, hip, the fleshy part of the thigh, the knee, the shin, the calves, the ankle, the foot, the heel, the toes and the sole. The round bone on the knee is called knee-pan. I walk, run, jump with my legs and feet.

The firm, hard substance, forming the frame of my body, is called bone. The soft solids of the body are called flesh and skin, the natural cover of the body. The small, thread-like substance, growing out of the skin,

is called hair. The hair of the chin and face is called beard. Nails are the horny substance on the extreme, upper sides of the fingers and toes.

I see with my eyes, hear with my ears, smell with my nose, taste with my tongue and palate and feel with my whole body. Seeing, hearing, smelling, tasting and feeling are called the five senses.

Conversation.

Lesson VII. Write those parts of your body, of which you have more than one. Thus: I have two eyes. I have ten fingers.

V.

The plants in the garden and in the fields grow out of the ground. Nature makes plants to grow out of the ground, as it produces in the ground different things, as: iron, copper, gold, silver, stones. Nature produces, without the help of men, plants, animals, the clouds, snow, hail; sun, moon and stars are made by nature also. These things therefore are called *natural objects*. If we intend to make any thing, we need some natural object to do so. We then give another form or shape to the natural object. So we make many things of wood, iron, copper, gold, silver, stone, flax, cotton and wool. That, which a thing is made of, is called its ma-

terial. Of wood we make : tables, chairs, benches, the ruler, doors, bed-steads, harrow, wagons and many other things. Joiners, carpenters and wheel-wrights work in wood.

Of iron is made : the stove, the blade of the knife, the hatchet, the saw, the key, lock, the anvil, the horse-shoe, the chain, tongs and scissors are also made of this useful material. Black and lock-smiths work in iron.

Of gold is made : money, finger-rings, ear-rings, watch-chains, breast-pins.

Of silver is made : money, watch-cases, watch-chains, buckles, table and tea-spoons and many other things. The gold-smith works in gold and silver.

Of stone are made : steps, bridges, mill-stones, grind-stones, flag-stones. The stone, of which lime is prepared by burning, is called lime-stone. Stone-masons and brick-layers work in stone.

Of flax, cotton and wool different stuffs are spun and woven, and these stuffs are worked into wearing-apparel, which is so very necessary to us. Of flax, for instance, the linen thread is woven by the weaver into linen, of which we make shirts, pocket-handkerchiefs and other things. The cotton and wool is spun and woven also by the weaver into different stuffs, of which we have our raiment made by the tailor or seamstress. The jacket,

cap, coat, waist-coat, pantaloons, cloaks are made of cotton or woollen stuffs. Tailors work and merchants deal in these stuffs. Things, which are made by men are called *artificial objects* or objects of art.

Conversation.

The matter, contained in the above lesson, may give rise to more than ten conversations with your child. If you are able to tell him something about the preparation of the flax, cotton, wool, the burning of lime, mining, &c., do so. There is seldom a child to be found, who does not like to be engaged in such attractive conversations.

Lesson VIII. Write the names of 12 natural objects.

Lesson IX. Write the names of 12 artificial objects.

Lesson X. Write the names of 4 things made of wood, of 4 things made of stone, and of 4 things made of copper.

VI.

When the joiner or carpenter intends to make something of wood, he needs a plane, saw, hammer, chisel, gimblet and a joiner's bench. If the smith is to make something of iron, he wants an anvil, bellows, tongs, hammer and various other things. The shoemaker, making shoes or boots of leather, the tailor, preparing our

clothes, of woollen, linen, cotton, or silk stuffs, want various other things in doing so. Joiners, smiths, shoemakers and tailors are called handicraftsmen, or mechanics, because they do the greatest part of their labor with their hands. The things, which they make use of in doing their work, are called their *tools*.

People, who live in the country and cultivate the ground, are called farmers and peasants. They are called country-people also, because they are people, living in the country. Plow and harrow, whip and wagon, carts, spades, shovels and hoes are tools, which country-people use in tilling the ground, and horses, oxen, mules are animals, which assist them in doing so.

Boys and girls, who go to school, are called scholars. The man , who keeps our garden in good order, who plants, sows and waters the plants and flowers, is called a gardener, and the man, who assists him in doing so, who particularly digs the ground, who does the hardest work and is paid for his labor by the day, is named a day-laborer.

If children wish to live and grow, and, if full-grown persons wish to live and preserve their bodily strength, they must eat and drink. Things, which we can eat, are eatable. All eatable things are called victuals. There are cooked and uncooked victuals. Uncooked, or

raw victuals are, for instance: apples, pears, honey, cheese, butter, salt. Victuals, which we eat at our dinner, are usually cooked, or prepared in some other way.

Things, which we can drink, are drinkable. All drinkable things are called drinks or beverages. Drinks are: water, coffee, tea, beer and wine. Brandy and all strong drinks are injurious to health and often make people sick and unhappy. The best drink for children is water or pure, unadulterated milk. Meat and drink are called food.

Raiment is as necessary to us for life, as food. Raiment is also called clothing. Coats, jackets, waistcoats, pantaloons, boots, shoes, shirts, caps, frocks, and aprons belong to our clothing. In cold seasons we wear other clothing than in warm or hot seasons. Clothing is named according to the season during which it is worn, either summer, fall or winter clothing.

Conversation.

Speak about the difference between joiner's and carpenter's work; speak about the manufacturing of leather, silk, &c. Make your scholar describe the farming tools, after having shown them to him at any neighboring farm. One visit on a farm for this purpose pays better than ten visits at Barnum's Temple of Humbug, or the Minstrels.

Show your child in your conversation, how the most

necessary labor and usually hardest work, that men do, generally is paid the worst, and, that they, who perform and execute these things, enjoy the smallest share of the wealth, that is obtained by them. Thus you will lay in time a foundation for the contempt of the unjust reward of labor in the so-called *civilized* human society, now in existence, and, which would be better called *organized Barbarism!* –

Men eat, in order to live, they do not live for the purpose of eating; therefore we never ought to be intemperate in taking any articles of diet whatsoever.

Many things are to be avoided, because they are injurious to health, particularly for children. Such as candy, nuts of every kind, which, by their oily substance act injuriously upon the larynx and spoil the subtle membranes and fibres, those necessary requisites of an agreeable voice.—

In conversing about clothing, make your child point out the difference between men's and women's clothing, difference in clothing of other countries, difference in clothing among rich and poor. The cost of one shawl of a lady of so-called high rank would clothe several families for years!

Lesson XI. Write the names of handicraftsmen, who are laboring in building houses.

Lesson XII. Write the names of gardening tools.

Lesson XIII. Write names of plants, which serve us as food.

Lesson XIV. Write names of wearing apparel, used by men and boys, write names of such also, as are used by women and girls.

VII.

Men, horses, birds and fishes have been created, hence they are called creatures. All things, that can move spontaneously, that is, of their own will, and have feeling, are called living creatures. They are either men or beasts. Men are called persons also.

There are many other things, which are not able to move of their own will, and which have no feeling like living creatures. Things, which cannot move of their own will, and which have no feeling like living creatures, are called lifeless things. Lifeless things, which are not plants, are called objects.

Conversation.

Lesson XV. Write 12 names of persons.

Lesson XVI. Write 12 names of animals.

Lesson XVII. Write 12 names of plants.

Lesson XVIII. Write 12 names of lifeless things.

VIII.

Horse, cow, sheep, ass, goat, hare, fox, lion, stag, roe, dog, poodle, cat, mouse, marten and rabbit are animals and have each of them four legs. They therefore are called *Quadrupeds*, after two Latin words, which mean four legs. The body of most of these four-legged animals is covered with hair and, when they have young ones, these suck their first food out of the breasts of their mother. Hence they are called also: *Sucking animals.*

Goose, lark, duck and pigeon are animals too. They have but two legs, are covered with feathers, called plumage, have two wings, lay eggs, out of which they hatch their young ones and are called *Birds.* Hens, guinea-fowls, pea-fowls, canary birds, nightingales, robins, cat-birds, meadow-larks, orioles, mocking-birds, swallows, ravens, owls and eagles are birds too. Some of these birds can sing, and are therefore called singing-birds ; some of them live upon animals, which they either find dead, or which they catch alive, kill and then eat, and are therefore called birds of prey. Some birds can swim and are therefore called swimming birds ; some of them like to

wade in muddy ground and on account of this quality have received the name of waders.

When quadrupeds or birds are wounded, a red, warm fluid flows out, which is called blood. Quadrupeds and birds have red, warm blood.

Haddock, pike, trout, herring, mackerel, roach, bass and salmon are animals too. This kind of animals can live in water only ; they have no legs, but fins, are covered with scales and are called *Fishes*. Fishes have red blood, but it possesses no warmth, it is cold.

Bees, wasps, hornets, flies, gnats, bugs, and beetles can fly like birds, but they are not covered with a plumage, have six feet and do not sing. Such animals as these are called *Insects*. Some insects are said to have more than a hundred feet. Some of them can not fly, some of them have four wings, some two.

Lesson XIX. Write names of 12 Quadrupeds.

Lesson XX. Write names of 12 Birds.

Lesson XXI. Write 6 names of Fishes and 6 of Insects.

IX.

Plants, which have a root under ground, above it a woody trunk, and, which have on the top of the trunk

or stem a crown, are called *Trees*. Such are: cherry, pear, apple, plum, peach-trees, birch, fir, elm, willow, linden-tree, cedar and others. Some of them bear fruit, some do not. In accordance herewith trees are either *Fruit-* or *Forest*-trees. The latter grow in the forest, where fruit-trees are seldom found. Wood of fruit and forest-trees is used for building purposes (and is then called: lumber or timber), or for fuel.

A plant, that has several thin, woody trunks, sprouting from one root, is called a *Bush* or *Shrub*. Currants, goose-berries, rasp-berries, black-berries, hazel-nuts and roses grow on bushes.

Plants, which have no wood on them at all, but only stems, containing some juicy substance, are called *Herbs*. Such are beans, peas, potatoes, tares, tomatoes, melons, cabbages and others. We make use of a great many herbs as articles of diet.

Tulips, pinks, daisies, violets and roses are called *Flowers*. They please the eye very much and perfume the air with their fragrance.

Plants, that have a hollow, knotted stem, are called *Grasses*. Rye, wheat, barley and oats, besides many others, belong to them.

CONVERSATION.

Lesson XXII. Write 8 names of Bushes.

Lesson XXIII. Write 8 names of Herbs.
Lesson XXIV. Write 8 names of Flowers.
Lesson XXV. Write names of Grasses.

Definite and Indefinite Article. Singular and Plural Number.

In the foregoing reading lessons your scholar has learned a large quantity of names of things. He will remember that names of things are called Nouns also. Before the nouns very often the little words *a*, *an*, or *the* are found. Tell your child, that these little words are called articles, and that they are used in order to limit the meaning of the noun before which they are placed. If we wish to be definite, if we speak of a thing or things, mentioned or known before, we use "the" and call this the definite article. If we do not wish to be definite, if we speak of a thing, not mentioned or known before, we use "a" (or "an" before words, commencing with a vowel or "h" mute), and call this the indefinite article.

If we speak about a single thing, the name of it is said to stand in the Singular number. The siugular number

then is a form of a noun, marking a single thing. Thus: eye, ear, head, &c.

If we speak about more than one single thing, the name of these things is said to stand in the plural number. The plural number then is a form of the noun, that marks more than a single thing. Thus: eye-*s*, ear-*s*, lip-*s*, head-*s*, &c.

The plural number in English is formed from the singular in three different ways, viz.:

1. By adding *s* or *es*. Thus: pen, pen-*s*; box, box-*es*. If the singular ends in *f*, or *fe*, the *f* is changed into *v*. E. g.: loaf, loa-*v*-*es*; wife, wi-*v*-*es*. If the singular ends in *y*, with a consonant preceding it, *y* is changed into *i*. E. g.: lady, lad-*i*-*es*.
2. By adding *en*. Thus: ox, ox-*en*.
3. By a change of vowel. as: m*a*n, m*e*n; t*oo*th, t*ee*th, &c.

Make the above the object of conversation between yourself and your scholar, and then make him write the following lessons.

Lesson XXVI. Copy all the names of things, which you find in the first reading lesson. Write them in two columns, according to their being singulars or plurals; separate in the plurals the ending of each from the

singular form. Thus :

Singular.	Plural.	Singular.
school	school-s	
teacher	teacher-s	
	thing-s	thing
	object-s	object &c.

The scholar has to read these nouns, stating how the formation of the plural number from the singular took place.

Lesson XXVII. Write all the names of things, contained in the second reading lesson ; place them in two columns, according to their having before them the definite or indefinite article. Thus :

Indefinite article.		Definite article.	
Singular.	Plural.	Singular.	Plural.
A stable,	stable–s ;	the house,	the house–s, &c.

Lesson XXVIII. Write 20 names of persons, who work for our food, raiment and dwelling, and place the indefinite article before the words.

Lesson XXIX. Write the names of 16 natural objects with the definite article, singular and plural number.

Gender of Nouns.

Man, boy, lion, stallion, are names of male objects; such words are said to be of the masculine gender.

The words woman, girl, lioness, mare, are names of female objects, and are said to be of the feminine gender.

The words chair, book, tree, rock, are names of objects, that are neither male nor female, and are said to be of the neuter gender.

The gender of nouns is known:

1. By separate words, as: man, woman, girl, boy;
2. By prefixes, as: man-servant, she-goat;
3. By suffixes, as: poet, poet-ess, lion, lion-ess, &c.

After having made the gender of nouns the object of conversation between yourself and your child, let the following lessons be written.

Lesson XXX. Write 12 nouns of the masculine gender (being the names of male objects). Thus:

Singular number.	Plural number.
A father,	father-s
a cock-pigeon,	cock-pigeon-s, &c.

Lesson XXXI. Write 12 nouns of the feminine gender (being the names of female objects). Let them be the females to the males of the foregoing lesson. Thus:

Singular.	Plural.
A father, a mother	father-s, mother-s
a cock-pigeon, a hen-pigeon;	cock-pigeon-s, hen-pigeon-s, &c.

Lesson XXXII. Write 12 nouns of the neuter gender (being the names of objects, that are neither males nor females). Thus :

Singular.	Plural.
A pen, a light ;	pen-s, light-s ; &c.

B.

INDICATING AND DISPOSING OF NOTIONS OF QUALITIES

Adjectives.

B.

Indicating and Disposing of Notions of Qualities.

(Adjectives).

X.

In the things around me I can observe how they are. Houses, for instance, are red, yellow, white, brown, gray, high, low, fine, old, new, strong, wooden, dirty, clean, narrow, small, spacious, cheap and splendid. All this words say how houses are, they speak about qualities of houses; such words are called *Adjectives.* Adjectives then are names of qualities of things.

If we want to know how a thing is, or what qualities it has, we have to look at it attentively.

The leaf of a table can be: wooden, square, round, oval, smooth, polished, varnished; the table itself can be high or low.

Stoves are iron, black, air-tight, round, high, square, old, new, small, large, cold, warm, hot, glowing, hollow.

Wood can be: hard, soft, tough, flexible, smooth,

shining, useful, combustible, light, heavy, wet, dry, young, old, rotten, white, brown &c.

Leather can be: flexible, tough, thick, thin, hard and soft, smooth and rough, black, red, brown, cheap, dear, useful, useless.

Clothing can be: narrow, fit, costly, clean, simple, dirty, torn, whole, patched, woolen, linen, silk, cotton, dusty, lined, washed, dyed, brushed, ironed, old, new.

The ground can be dry, wet, hard, soft, fruitful, barren, cultivated, tilled, plowed, sandy, muddy, frozen, watered and manured.

Water is liquid, cool, cold, warm, hot, frozen, sweet, fresh, dirty, clean, clear, deep, shallow, quiet, waving, undulating.

Metals are bright, dull, heavy, light, hard, soft.

Iron is strong, black. Gold is yellow, costly. A way, road or path can be straight, crooked, narrow, wide, paved, dusty. Rain is: wet, fertilizing, wished-for. Snow is: white, flaky, cold. Clouds are: dark, gloomy, flitting. The sun is: dazzling, warming, burning. The rain-bow is: brilliant, many-colored, arched. Lightning is: flashing, vivid, sudden. The stars are: twinkling, bright, shining. The weather is: cold, warm, rainy, dry, changeable. Time is: fleeting, short, unceasing.

CONVERSATION.

Lesson XXXIII. Write the names of 12 qualities, which a room can have.

Lesson XXXIV. Write qualities of a garden.

" XXXV. " " of a house.

" XXXVI. " " of a horse.

" XXXVII. " " of a dog.

" XXXVIII. " " of a good child.

" XXXIX. " how a child ought not to be.

" XL. " the names of many children of your acquaintance and say how they are. Thus:

Adolphus is diligent. Bertha is attentive &c.

Lesson XLI. Write names of animals and say how they are. Thus:

Sing. number.	Plural number.
The ass is stubborn,	ass-es are stubborn.
The fox is cunning,	fox-es are cunning.

XI.

How is the tree?

The root of a tree can be: tough, knotted, winding.

The trunk is: stout, thick, straight.

The bark is : rough, smooth, scaly.

The branches and twigs are : flexible, tender, spread.

The leaves are : green, faded, withered, indented.

The blossoms are : fair, odorous, fragrant.

The fruits are : ripe, juicy, refreshing, wholesome.

How are the different kinds of grain? They are high, low, yellow, waving.

How can a handicraft's-man, an artisan, a work-man be? He can be skillful, lazy, poor, wealthy, sparing, industrious, successful.

CONVERSATION.

Lesson XLII. Write the names of qualities of the human body.

XII.

Many of the adjectives, which are contained in the foregoing lessons, say how the color of a thing is. Such adjectives are : white, black, blue, green, yellow, red, gray, brown, crimson, spotted &c.

White are the following things : paper, chalk, lime, snow, wool, cotton, the shirt, the table-cloth, the curtain, the collar and various other things.

Black are the following things: ink, mourning-cloth, the hat and the night is said to be black.

Blue are the following: ink, the sky, the violet, corn-flower, ribbon, the eye &c.

Green are the following things: the grass, unripe fruit, the leaf, cabbage, salad.

Yellow are the following: gold, sulphur, bee's-wax, the yolk of an egg, the ripe peach.

The blood, the rose, tulip, the cheek, the apple, the cherry are of a red color.

Ashes, the cloud, the blotting-paper, the stone, the ground are gray.

Brown are the following things: the chestnut, the horse, the roots of trees, the frock, the face of an Indian.

Many adjectives say how the form of a thing is. Round, blunt, pointed, long, short, narrow, square, thick, thin, straight, crooked, hollow, smooth, and even are adjectives which say something about forms of things. Other adjectives say something about the material of which things are made. Such are: wooden, iron, earthen, silver, gold, leather, copper, steel.

Conversation.

Lesson XLIII. Write names of things and say how they are respecting their color. Thus:

Sing.	Plur.
The tile is red	tile-s are red &c.

Lesson XLIV. Write names of things and say how they are respecting their form. Thus :

Sing.	Plur.
The apple is round.	apple-s are round.
The egg is oval.	egg-s are oval.

XIII.

Degrees of Comparison.

A house is high. A tree is high. A steeple is high Here the adjectivc high says, that a house, a tree and a steeple have some degree of height.

The house is high, the tree is high-er, the steeple is high-est. Here the adjective high undergoes a change in form, in order to mark different degrees in that quality, which we call height. The house is said to possess a certain degree of height. In comparison to the house the tree possesses this quality in a greater degree, and the steeple, compared to house and tree, possesses the quality of being high, in the greatest degree. Therefore we may say, comparing these three things with each

other: The house is high, the tree is high-er, the steeple is high-est. This change in the form of the adjective is called comparison, as it is the result of comparing things with one another, respecting any quality to be found in different degrees in all of them. There are three degrees of comparison. The Positive, or simple and unchanged form of the adjective; the Comparative, that form of the adjective, denoting more, and the Superlative, or that form of the adjective, denoting the most.

The Comparative of adjectives is usually formed by adding: *er* to its positive; the Superlative by adding: *est*, as shown in the above examples.

Conversation.

In this conversation lead the attention of your scholar to those adjectives also, whose comparative and superlative degrees are formed by: more and most, less and least, and to those, having only positive, as: good, bad, evil, ill, little, much, and to those, having only comparative and superlative degrees, as: better, best; worse, worst, &c.

Lesson XLV. Compare different things to one another, and try to find out in what degree a certain quality is in each of them. Write, what you have found out, in comparing them, in the following manner:

The side-walk is broad, the street is broad–er, the river is broad–est. The melon is sweet, sugar is sweet–er, syrup is sweet–est. &c.

Lesson XLVI. Write the same, as you did in the foregoing lesson, but begin with the superlative degree of the adjective. Thus: The river–s are broad–est and the street–s are broad–er than the side-walk–s. Syrup is sweet–est and sugar is sweet–er than melon–s.

XIV.

If I speak about a rainy day, it must be a day, which was distinguished from other days by much rain. The quality of that day was derived from the thing, which we call rain. In the same way the word, which denotes this quality, the adjective rainy, is derived from that word, which is the name of the thing, the noun rain. The form of the noun rain was changed into rain-y, by adding 'y'. The same way we derive the word:

ston-y	from	stone	bog-g-y	from	bog
hair-y	"	hair	rock-y	"	rock
sand-y	"	sand	hill-y	"	hill
mud-dy	"	mud	fog-g-y	"	fog
air-y	"	air	child-ish	"	child
wind-y	"	wind	tempest-uous	"	tempest

storm-y	from	storm	vapor-ous	from	vapor
smok-y	"	smoke	courage-ous	"	courage *
cloud-y	"	cloud	envi-ous	"	envy *
sun-n-y	"	sun	labor-ious	"	labor *
bon-y	"	bone	fear-ful	"	fear *
hung(e)r-y	"	hunger	use-ful	"	use *
dirt-y	"	dirt	faith-ful	"	faith *
health-y	"	health	peace-ful	"	peace*
shad-y	"	shade	comfort-able	"	comfort *
water-y	"	water	honor-able	"	honor *
wood-y	"	wood	coward-ly	"	coward *
star-r-y	"	star	gold-en	"	gold

compassion-ate from compassion. *

Remark. The 11 nouns, marked with a *, are, like the following, abstractions, and want exemplified explanations. Thus :

A boy, who saves his play-fellow from being drowned, at the risk of his own life, shows the good quality of courage, and therefore is called a courageous boy &c.

A thing, which is said to be black, is distinguished from other things, which are not so, by its black-ness. — A sick man is called thus, on account of his sick-ness. The state of being black, or being sick, is thought as a thing and the name of this state is called therefore a noun,

like the name of things, existing as such in reality. So sick-ness is the state of being sick, as lazi-ness is the state of being lazy.

As we have, a few lines above, derived adjectives from nouns, so we derive now nouns from adjectives. Thus :

from the noun :	the adject. :	from the noun :	the adject. :
black-ness	black	dark-ness	dark
short-ness	short	small-ness	small
mild-ness	mild	idle-ness	idle
kind-ness	kind	dry-ness	dry
wet-ness	wet	hard-ness	hard
stiff-ness	stiff	slow-ness	slow
low-ness	low	sly-ness	sly
polite-ness	polite	docil-ity	docile
sagac-ity	sagacious	modest-y	modest
obstin-acy	obstinate	honest-y	honest
brav-ery	brave	sincer-ity	sincere
simpl-icity	simple	obedi-ence	obedient
disobedi-ence	disobedient	prud-ence	prudent
wis-dom	wise	leng-th	long
streng-th	strong	dep-th	deep
warm-th	warm	youth	young
heigh-t	high	heat	hot

Conversation.

Lead the attention of your scholar to the mode of deriving words from each other. Let him show how this is done in any instance of the above reading lesson and try to explain to him, by examples, as shown before, the meaning of every word.

C.

INDICATING AND DISPOSING OF NOTIONS OF ACTIONS.

Verbs.

C.

Indicating and Disposing of Notions of Actions.

(Verbs).

XV.

In the things around me I can observe, what they do and what is done with them, or what they are used for. I have seen what my parents do, what artisans do,or what mechanics are doing ; what animals do, what nature does. I myself can think, speak, answer, ask, read, write, count, cipher, draw, sing. I can see, hear, smell, taste, feel; I can eat, drink, sleep, cry, jump, run, dance, sew, knit. With all these words I say, what I can do, what I am able to act. If I am doing or acting something, I am in action, and the words, which say, what I am acting, therefore are names of actions, or *Verbs.*

I know what a teacher can do. He can sing, read, speak, instruct, praise, punish, reward, blame. My mother, who is my teacher, can do all the same and she can

also knit, sew, and do many other things.

The peasant or farmer can work, dig, drive, sow.

Carpenters, turners, wheel-wrights can plane, saw and screw. The smith can hammer, forge, shoe horses. Tailors and shoemakers can cut, fit, sew, rip, bind, peg.

The merchant can sell, buy, store, transport, import.

None of these ought to cheat, injure, lie, overrate, overcharge. All men are able to do some thing, therefore they ought to do some thing.

Conversation.

Lesson XLVII. Write, what a good child does, what a good child does not.

Lesson XLVIII. Write, what a servant-girl does, what a gardener does.

XVI.

I have observed what animals do, and what is done with plants and lifeless things. Animals can move, go, run, creep, swim, gnaw and bite, eat and drink.

The horse can gallop, trot, pace, rack, canter, rear, balk, neigh. The dog can bite, bark, watch, catch and draw. The bird can sing, fly and chirp. Plants

can grow, wither, flower. The water can rush, eddy, whirl, drown. The sun rises and sets, shines, dazzles, warms, burns. The rain pours, wets, soaks, fructifies. The wind blows, whistles, chills. The fog dampens, hides. The pigeon can coo, dogs bark, the pigs grunt and serpents hiss.

Many actions of things we perceive by our sight, many of them by our hearing.

Conversation.

Lesson XLIX. Write 20 verbs, which denote actions of animals, together with the names of these animals. Thus:

The cock crow-s, cock-s crow. &ct.

Lesson L. Write 20 verbs, denoting actions of plants and lifeless things. Thus:

The leaf fade-s, the lea*v*-es fade. &ct.

XVII.

The verb: 'love' reminds me of a thing, that is loved. For instance: The mother loves — her child. The verb: 'plant' wants a thing too, which is planted; the gardener

plants — the tree. The verb : 'mow' can not be thought of, without a thing, that is mown ; the farmer mows — the grass. There are many actions, which can not be thought of, without a thing, which is the *Object* of the action. Such actions are termed *objective* actions, and verbs, which express such actions, *objective verbs*. Verbs, which do not require such objects, are called *subjective verbs*.

Subjective verbs are : go, run, creep, swim, neigh, sit, fall, bark, jump, arise, grow, flow, drizzle.

Objective verbs are : plow, harrow, weed, sow, pluck, cut, bind, gather, thrash, cleanse, bake, spin, saw, kill, brew, catch, make, knit, darn.

Conversation.

Lesson LI. Write 12 subjective verbs.

Lesson LII. Write 20 objective-verbs.

Lesson LIII. Add an object to each objective verb of the 15th reading lesson. Write it thus :

I ask a question. I write a letter. I read a book.

I count the money. I draw a cottage. &ct.

XVIII.

The farmer works in the field. The fish swims in the water. The bird flies in the air. Boys halloo in the street. I play in the garden. I run forward and backward. I go up and down. I remain at home. We are up in the day-time and sleep during the night. We arise in the morning and rest in the evening. The gardener sows in spring. The ground freezes in winter. The steamer starts early. Some children are always quarreling. Mary reads attentively. The sick suffer pain with patience. A good child obeys quickly. The ice melts by the heat of the sun. I do not touch the basin for fear I might break it. He cried with pain. Fir-wood is useful on account of its flexibility. Vapors rise in the air by virtue of their lightness.

There is not only said here, that actions take place, but there is indicated also the *place, where?* the *time, when?* or *how long?* and the *manner, how?* or the *cause, why?* the actions take place, or do not take place.

Conversation.

Lesson LIV. Add to the actions of the 53d lesson

the place, where? the time, when? or how long? and the manner, how? they take place. Thus:

I ask a question — modestly. (How?)
I write a letter — this morning. (When?) &ct.

End of the second Part.

PART III.

THE SIMPLE SENTENCE.

PART III.

The simple sentence.

XIX.

I can observe in things what they do, and how they are. If I say, what I am observing in a thing, I speak a *Sentence.* So I can say what I observe the horse is doing, or the pigeon, or how these animals are. For instance :

the horse neighs, the pigeon coos, or
the horse is brown, the pigeon is white.

If I speak this, I speak sentences. In a sentence I name a thing, and then say something about it. The thing of which in a sentence something is said, is called the *Subject* of the sentence. That, which I say about the thing in a sentence, is called the *Predicate.* Subject and predicate are called members of the sentence. If I say something about one single thing, the subject is said to stand in the singular number ; if I say something about more than one thing, the subject stands in the plural number.

I can say how things are. Sugar is sweet. Vinegar is sour. Butter is yellow. Coffee is brown. Brass is yellow. Copper is red. Silver is white. Gold is yellow. Lead is gray. Iron is heavy. Chalk is white. Gun-powder is black. Water is liquid. Glass is brittle. Grass is green. Fruit is wholesome. Wine is refreshing. Bread is nourishing. Wood is useful. Gold is costly. Hair is thin. The sheep is stupid. The child is attentive. The dog is watchful. The ass is slow. The boy is sick. The girl is handsome. Grand-father is old.

Men are diligent. Children are innocent. Roses are red. Flowers are variegated. Fields are green. Stars are sparkling. Mountains are high. Balls are round. Ravens are black. Figs are sweet. Mothers are tender. Fathers are careful. Children are careless. Bees are busy. Peaches are juicy. Kettles are made of copper. Dimes are made of silver. Swans are white. Stags are swift. Storks are long-legged. Poodles are faithful. Tables are square. Rooms are spacious. Walls are white. Violets are blue.

Conversation.

Lesson LV. Write 12 sentences, stating in each of them, how an animal is. Thus :

The fox is cunning. &c.

Lesson LVI. Write 12 sentences, stating in each of them, how animals are. Thus :

Foxes are cunning. &c.

XX.

I can say, what a thing is, or to what kind of things it belongs. Milk is a drink. Bread is a nourishment. Meat and drink are food. Germany is a land. Brooklyn is a city. Hoboken is a village. Cities and villages are dwelliug places. Iron is a metal. Metal is a natural object. Yard is a measure. Ounce is a weight. Plow is an agricultural implement. The Hudson is a river. The river is water. Water is a fluid. The apple is a fruit. The fruit is a growth. The oak is a tree. The tree is a plant. The plant is a natural object. The rose is a flower. The fly is an insect. The stork is a bird of passage. The nightingale is a singing bird. Spring is a season. January is a month. Sunday is a day.

Pinks are flowers. Flowers are plants. Potatoes are tuberous plants. Pigeons are birds. Birds are animals. Horses are quadrupeds. Haddocks are fishes. Bees are insects. Houses are buildings. Buildings are artificial objects. Stones are natural objects. Figures

are signs of numbers. Letters are signs of sounds. Notes are signs of tones. Stars are celestial bodies. Organs are musical instruments.

When I am saying about things, what they are, the predicate always is a *Noun.*

Conversation.

Lesson LVII. Write sentences in which you say, what the following things are: Slate, chair, kettle, butter, meat, water, plow, anvil, harrow, wheat, grass, lark, cow, gnat, eagle, Charles, Mary, steam, Pianoforte, rye, plane, carpenter, bridge, &c. Thus:

The slate is a school-utensil. The chair is a piece of furniture. Water is a fluid. Steam is an a-e-riform fluid. Grass is an herb, &c.

Lesson LVIII. Write many sentences in which you say, what things are. Thus: Flowers are plants. Flies are insects. Ducks are swimming birds, &c.

XXI.

I can say also what things do. Teachers teach. Scholars learn. Children read. Boys skate. Girls sing. Joiners plane. Tailors sew. Smiths forge. Gardeners

plant. Shepherds tend. Hunters shoot. Painters paint. Men reason. Parents order. Children obey. Thieves steal. Drivers drive. Farmers plow. Turners turn.

Horses neigh. Sheep bleat. Dogs bark. Pigeons coo. Hens cackle. Cocks crow. Beetles hum. Fishes swim. Snakes hiss. Dogs watch. Birds breed. Bells tinkle. Brooks flow. Waves roll. Chains clank. Cannons roar. Strings sound. Doors creak. Flowers exhale. Nettles sting. Trees grow. Fruits ripen. Flowers blossom.

Fire warms. Water flows. Salt seasons. Soap cleanses. Gold glitters. Shade cools. Sugar sweetens. Sulphur burns. Ice melts. Bread satiates. Snow falls. Warmth dries. Time passes.

The husband works. The house-wife spins. The son ciphers. The daughter sews. The man-servant mows. The maid-servant washes. The farmer harrows. The cuckoo calls. The bird flies. The stork clatters. The horse draws. The ass carries. The wind blows. The lightning flashes. The hay smells. The sun lightens. The moon shines.

When I say what a thing is doing, then the predicate is a *Verb* (a word, which denotes any action).

CONVERSATION.

Lesson LIX. Write sentences in which you say, what a thing is doing. Thus : The star twinkles.

Lesson LX. Write sentences in which you say something about actions of things. Make use of the following verbs : learn, play, speak, listen, obey, care, sleep, swim, fly, fish, sail, call, fall, &c. Thus : Scholars learn.

XXII.

If I say something about myself, I do not say my name, but make use of the little word *I*. For instance : I read. If a number of persons say something about themselves they do not say their names, but use instead of them, the little word *we*. F. i. : We read. Do I say something about the person I speak to, I always should call this person : *thou* ; f. i. : thou shalt read, but it is usual to call a person und persons spoken to : *you ;* f. i. you are to read. If I speak about my father, and have already mentioned the name of my father, so I do not always repeat this, saying something more about him, but use, instead of father, the little word *he*. F. i. : My father is not at home to-day, but he will be

to morrow. Speaking about my mother I use the little word *she* instead of always repeating the name of mother. F. i. : My mother is good, she loves me. Do I say something about a child, I need not always repeat the name of child, but I use instead of this, the little word *it.* F. i. : The child is sick, it sleeps now. Speaking about more than one thing, I need not repeat their names, but I say, instead of them : *they.* F. i. : Pigeons are birds, for they have feathers and lay eggs. The person, who is speaking, is called the *first* or *speaking person.* The first person calls him- or herself I, and, if they are more than one : we. — The person, to whom we speak, is called the *second* person, or the *person spoken to.* Instead of the name of a person, or persons spoken to, it is said (thou and) you. The person, we speak of, is called the *third*, or *spoken of person.* For the name of the third person (if not being in the meantime the speaking or spoken to person) we use the words : he, she and it, and, if they are more than one : they.

I write. We read. Thou cipherest. You cipher. He (Henry) plays. She (Caroline) sews. It (the child) weeps. They (the girls, the boys, the children) play.

These words, which are used instead of the names of persons are called *Personal Pronouns.*

Conversation.

Lesson LXI. Write sentences, saying in them something about the first (speaking), second (spoken to) and third (spoken of) person; use the following verbs: hear, live, go, see, speak, love, &c. Thus: I hear. You hear. He (Edward) hears, &c.

Lesson LXII. Write sentences, saying something about persons or things; use the verbs: write, sing, run, come, follow, call, and say what person is spoken of in every sentence. Thus: My mother writes a letter. (My mother: 3d person, singular number.)

XXIII.

When I say: The child *plays*, I think, that the action of the child's playing takes place just now, during the time I speak. The two actions, namely the child's playing and my own saying, or speaking, are simultaneous, or taking place at the same time. If I think the action, which I am asserting of any thing, to be simultaneous with my assertion, the verb is said to stand in the *Present tense* or *time*. If I say: The child *has played*, I then think that the act of the child's playing took place, before, or previous to my asserting it, and that it

has already passed. The time previous to my speaking, then is called the past time or tense, and as the action of the child's playing took place in this past time, the form of the verb, which indicates this, is called the form of the *Past tense*, and verbs with this form are said to stand in the past tense.—But :

When I say : The child *will play*, I think, that the playing of the child will take place after my speaking, and the time to come after my speaking is, in comparison to this, my present action, called *Futurity*, or *Future tense*. In sentences of this kind the verb is said to stand in the future tense.

I hear, I have heard, I shall hear.

I write, I have written, I shall write.

You hear, You have heard, You will hear.

He, she, it writes ; he, she, it has heard ; he, she, it will sing.

We go ; we have seen ; we will die.

They call ; they have eaten ; they will drink.

Verbs denote actions, and by a certain form of the verb, the time also, in which the actions take place, is indicated.

Conversation.

Lesson LXIII. Write sentences, the verb of which

stands in the Present, Past and Future tenses. Thus: It rains. It has rained. It will rain &c.

Lesson LXIV. Write sentences, stating what person is in them, and in what tense the verb is standing. Thus: The farmer has tilled the ground. (The farmer: 3d person, singular number; has tilled: past tense) &c.

XXIV.

a. As we are able to *judge* or say, what a thing is doing, so we are also able to say or judge, what a thing is *not* doing. Thus: The sun shines. The tree blossoms. The scholar is attentive. The lark is a singing bird. The owl does not sing. The dead do not respire. Glass is inflexible (= not flexible). The bat is no bird.

b. We are able to *wish*, that a thing *may* do or not do any thing. Might the sun shine! Might the tree blossom! Might the scholar be attentive! Might spring come! Might Germany enjoy freedom! Might the lazy improve! Might this girl not be so talkative!

c. We are able to *will*, that a thing is to do or not to do any thing. Thus: Scholar, learn! Boy.

be attentive! Daughter, honor your mother! Don't weep! Sufferer, have patience!

d. We are able to *ask* if a thing does or is? Thus: Does the sun shine? Does the tree blossom? Is the scholar attentive? Is the lark a singing bird? Does the owl sing? Is glass flexible? Is the bat a bird?

e. If we judge, wish, will, that a thing may do or not do any thing, or if we are asking if a thing does or is, or if it does or is not? so we *think* and are *forming* a *thought*, an idea.

f. Hence a thought either is a judgment, a wish, a command or a question.

g. Thoughts are neither visible nor audible, we can not see nor hear them; but they can be made audible and visible. If we speak, we express our thoughts by audible words, if we write, we express our thoughts by visible words. Hence, to speak, means: to express thoughts audibly by words, to write: to express thoughts visibly by words.

h. A thought, expressed in words, is called a sentence. A SENTENCE is a THOUGHT, EXPRESSED in WORDS.

i. Since a thought (*f*) either is a judgment, a wish, a command, or a question, sentences, being the expressions of thoughts, must contain either judg-

ments, wishes, commands or questions. Thus : The boy writes diligently. Might the boy write diligently ! Boy, write diligently ! Does the boy write diligently ?

k. A sentence, containing a judgment, is termed an *affirmative* sentence; f. i. : The boy writes diligently. A sentence, containing a wish, is termed an *optative* sentence ; f. i. : Might the boy behave well ! A sentence, containing a command, is termed an *imperative* sentence ; f. i. : Be diligent ! A sentence, containing a question, is termed an *interrogative* sentence ; f. i. : Does the boy write diligently ?] Sentences therefore are either :

Affirmative, optative, imperative or interrogative sentences.

CONVERSATION.

Lesson LXV. Write 12 affirmative sentences !
" LXVI. " 12 optative "
" LXVII. " 12 interrogative "
" LXVIII. " 12 imperative "

XXV.

Good children are diligent. Skilful workmen are

wanted. Diligent people are esteemed. A healthy boy is strong. A sick person is unhappy. A cool evening is refreshing. A hot day fatigues. Good news is welcome. Liberty is a valuable gift. The best recreation is a pleasant labor. A large fortune often is a larger misfortune. A useless life is worse than an early death.

In these sentences either the subject or the predicate, or both of them, are determined more accurately or definitely by adding an adjective. A word, that is made use of for the purpose of determining any assertion in a sentence more accurately, is called *Attribute.* In the above sentences the attribute was an adjective.

Conversation.

Lesson LXIX. Write 12 Sentences, in which the subject is determined more definitely by an adjective. Thus: Barking dogs do not bite &c.

Lesson LXX. Write 12 sentences, with adjectives determining more accurately the predicate. Thus: Spring is a pleasant season &c.

XXVI.

a. The motion of the sun is only apparent. The web

of the spider is delicate. The leaves of the tree fall. The flowers of the fields wither. The days of the summer are long.

b. Sleep is a brother to death. Courage is contempt of danger. Flight is a motion of birds. Will is the soul of actions.

In the sentences under *a.* the subject is determined more accurately by a certain form of the noun substantive, which is called the possessive case of the substantive and which, in English, is expressed either by adding the little word : of, or 's. Thus : The web of the spider = the spider's web. In the sentences under *b.* the predicate is determined more definitely the same way.

The attribute of the above sentences is expressed by a noun in the possessive case. Every possessive case answers to the question : Whose ? Thus : The saw is a tool. Whose ? of a carpenter ; or : The saw is a carpenter's tool.

Conversation.

Lesson LXXI. Write 12 sentences in which the subject is determined more accurately by a noun in the possessive case.

Thus : The institutions of Society are bad, &c.

Lesson LXXII. Write 12 sentences in which the

predicate is determined more accurately by a noun in the possessive case. Thus : Pierce is President of the United States.

Lesson LXXIII. Write sentences in which subject and predicate are determined more accurately by possessive cases of nouns. Thus : The institutions of society are against the laws of human nature. The Doctor's prescriptions are good for the recovery of the patient &c.

XXVII.

My (the speaker's) wish was modest ; my request was ardent ; my aim was good ! Your (the person's spoken to) understanding in clear ; your intention noble ; your doings crowned with success. His (a male person is spoken of) will is strong ; his faith is proved, his conscience narrow. Her (a female person is spoken of) diligence is not persevering ; her virtue nothing but show, her conduct hypocritical. Our (the speakers') friend arrived, your joy is great, our hearts are joyous. Your (persons spoken to) endeavours are not the right ones, your means but little, your success will not be satisfying. Their (persons spoken of) diligence earns, their frugality is evident, their fortune will be considerable.

In these sentences the subject is determined by the words:

my, your, his, her, our &c. The words are called *Possessive Pronouns*, because they stand instead of the names of persons and in the meantime denote, that these persons own, or possess something. In the above sentences these possessive pronouns determine more accurately the various subjects, they therefore are attributes of the subjects in these sentences. The attribute then can also be expressed by possessive pronouns.

Twelve months make a year. Seven days make a week. Ten Cents make a Dime. Ten Dimes make a Dollar. Many men are proud. Some apples are sweet. Little money is wanted.

In these sentences the attribute is expressed by words, which denote a determined or undetermined quantity and which therefore are called *Definite* or *Indefinite Numerals*. Numerals then can be also used as attributes.

Conversation.

Lesson LXXIV. Write sentences in which possessive pronouns and numerals represent the attribute of subject or predicate. Thus : My father sent me twenty dollars. (My = poss. pron. of the 1st person, and attribute of : father, the subject of the sentence ; twenty = numeral and attribute of the object) &c.

XXVIII.

The diligent employ their time. The prodigal wastes his fortune. Bad seeds bring bad fruit. Concord gives power. Avarice chokes all noble feelings. The work praises its maker. Need breaks iron.

The verbs in these sentences are objective verbs. The things, which are the aim of the actions, denoted by these objective verbs, as : time, fortune, fruit, &c. are said to stand in the objective case. The things, which are the aim of objective verbs, are, as it were, passive, suffering the action, and therefore called the passive object. Such objects, completing the notion of the action, which we affirm of the subject by objective verbs, are called Complement. Such complements always answer to the question : Whom ? or What ? and are said to stand in the objective case. Thus : The mother loves—her child.

Mother=subject ; loves=objective verb ; her child, the object of love, = complement, standing in the objective case.

Conversation.

Lesson LXXV. Write 20 sentences with a complement in the objective case. Thus : The dog watches the house(the house is watched by the dog). The rain moistens the ground(the ground is moistened by the rain) &c.

XXIX.

The child brings the book —to the mother.
The boy writes copies —from the black-board.
The mother devotes her time —to her children.

To the mother–from the black-board–to her children–are neither subjects, nor attributes in the possessive case, nor complements in the objective case. What are they?

These nouns, together with one of the words : to, from, which are called *Prepositions*, show that form of the noun, which generally is called the Dative case of nouns. They complete the action and are therefore said to be : Complements in the Dative case.

Conversation.

Lesson LXXVI. Write sentences, containing a complement in the objective case, as in the last lesson.

Lesson LXXVII. Write sentences, containing a complement in the Dative. Thus : The books belong –to the scholar.

Lesson LXXVIII. Write sentences, containing complements in the objective and dative cases. Thus : The boy brings the flower to his mother. The flower=complement in the obj., to his mother=compl. in the dat. case.

XXX.

THE SLATE.

The slate is a school-utensil. It is longish, square and black in color. Its parts are the slate itself and the frame. The slate-stone is found in the ground, it is a natural object. The frame is made of wood. Wood is a material, which trees give us. The joiner makes the frame of the slate. The slate is an artificial object. We use the slate to write or cipher or draw upon it.

THE TABLE.

The table is a piece of furniture. It is high, square, and in color brown. The table has four feet, a drawer and a leaf. The joiner has made the table of wood. We can lay different things upon the table. We write, read, eat and drink at the table.

THE HOME.

I live with my parents in one house. This house is called my home. Houses are buildings. My house is situated in the City of Brooklyn, in a street, which is called Washington-Street. The house is built of stone. It contains several apartments, such as rooms, chambers and pantries. Under the house is a basement. The uppermost part of the house is called the garret. The walls and the roof are the outside parts of the house. My house is three stories high.

THE HORSE.

The horse is a quadruped. It is sometimes in the stable, sometimes in the field. It is a noble, courageous and docile animal. The color of horses is different, sometimes black, brown, white, sometimes gray, bay or spotted. It has a broad neck, long head, on the neck a mane, a long, bushy tail, four legs and undivided hoofs. It can run quickly, draw and carry burdens; bite, neigh, and kick with its feet. It is fond of oats, bread and clover, but it is sometimes fed also on grass and hay. People use to ride on horse-back.

CONVERSATION.

Lesson LXXIX. Write thoughts as the above, about your reading-book, and the chair you sit upon. Answer the following questions: What is the thing? How is the thing? What parts has it? What is it made of? Who made it? What is it made for?

Lesson LXXX. Describe the stove and the window.

Lesson LXXXI. Describe a garden. Answer the following questions: What is the thing, where is it situated, how is it in general, what parts has it, to whom does it belong, what is its use, are there various kinds of it, what do I know, besides these, about the thing, which I describe?

End of the Third Part.

A RETROSPECT of the ALPHA of EDUCATION.

The ALPHA OF EDUCATION has conducted us over a wide and rich field; let us cast a look across it.

The Alpha of Educatiou made us acquainted with the *various Sounds* of *English Letters*, and this was done in such a way, as to enable the Organs of Speech to pronounce well the sounds of all Languages of the Earth.—Your scholar acquired that necessary ability, by which all Sciences are opened to us, which is the key to all Secrets of Knowledge, he became familiar with the *Art* of *Reading*. This ability was rendered a MENTAL occupation, and, by it, the mind of your child was developed as far, as desirable for its age.—Your scholar, in the second part of the Alpha, was led to look around, to pay attention to all things, that surround him. He became acquainted with the names of a large number of Things, he was taught to observe their Qualities, their Actions. He was introduced into that important sphere, where man appears as men only–that of *Thoughts*. He was taught to THINK. He was taught to express his own thoughts in sentences, audibly and visibly, he learnt to *speak*, to *write*.—And how did he acquire these faculties? He did so in a manner, that was interesting as well as fit for promoting his cultivation. Besides this your scholar became acquainted with the Outlines of *Grammar*, and these were taught to him on Principles,

about which illustrious and eminent literary Gentlemen express themselves in the following terms:

"– – – In this way Language becomes not a mere lesson for the memory, but a scientific study, affording the highest enjoyment for the mind. By this method, in studying ONE language we study ALL. When we recollect, that the study of language is the study of the mind's expression, and of the mind itself, through that expression (few studies can claim a higher rank than this), we must rejoice at every effort to facilitate, by system, the examination of so important a field &c."

HOWARD CROSBY.
Prof. of *Greek Lang. & Lit. N.Y. University.*

"– – – I am happy in being able to say, that no work on this subject has higher claims to respect, and is so well adapted to give a true insight into the organic and philosophic structure of Language &c."

JOHN L. CHAPMAN.
Clintonville, N.J

A method to teach language, which can be spoken of in such high terms, must be a good one. It is that grammatical system, invented and developed by the German Linguist, Dr. K. F. Becker, which the author of the Alpha is about to introduce among the American Public. The Alpha contains the rudiments of this system, and every child, instructed in Reading and Thinking after the rules, developed in this book, will be well prepared to pro-

secute its linguistic studies, and will render them useful and advantageous to the mind.

A second book, the "Lingua-Logic", written by the author of the Alpha, according to the same principles, is nearly finished and will soon be published. The Lingua-Logic is intended to lead the student further on his way to study Language, and in the meantime to develop all the faculties of his mind.

The Alpha of Education and the Lingua-Logic have been refused by Publishers to whom they were offered for Publication, because, as they say, books like these, would not pay. Their author will deem himself richly paid if they are received friendly, and contribute their mite in the development of the human mind.

Appendix.

Page 11 of the Alpha the "Kinder-Gærten" have been mentioned. Owing to their high importance, and for those, who are not yet acquainted with these Asylums of Infancy, the Subscriber adds the following lines, wishing they may meet the attention of such persons, as are able

to aid by their influence in the introduction of establishments where the germs of the infant mind are fostered according to the laws of nature, and where the foundation is laid for every quality, that distinguishes man from all those species of creatures to which he ought, according to the will of his maker, to be a superior being.

The Subscriber will be happy if Parents, Principals of Schools, or Boards of Education would frequently apply to his experience in this branch of Education. Every hour, he has to spare, belong to them upon whose mental development the intellectual state of the next generation is depending; each application therefore, relating to "Kinder-Gærten" will always find due attention.

THE KINDERGARTEN.

TO AMERICAN LADIES.

The KINDER-GARTEN intends to be a practical solution of the highly important question:

"What kind of treatment is conformable to a child's bodily and mental development during the second and third biennium of its life?"

There are, no donbt, but very few parents, who do not deem it a matter of great importance to lay a good founda-

tion for the bodily and mental development of their offspring; but just as few there are, who are not obliged to confess their inability to fulfil this duty. Circumstances of a different nature, often prevent fathers as well as mothers from taking care of their child themselves, and, where such hindering circumstances do not exist, insufficient knowledge of the wants of body and mind of infancy, or total ignorance in this department of science are to be complained of. This impropriety, which has been and is of the most intricate consequences for generations, particularly advances its influence in that period of life, when the mental life of the child awakes, at about the beginning of the third, until the expiration of the sixth, or seventh year, according to the individuality of the child.

During this period the child usually is not only deprived of all real education, but also, in most instances, exposed to dangers, the consequences of which are not seldom inherited from generation to generation. And yet the tender growth of the human mind, especially in this epoch, wants to be carefully attended to, in as kind and as circumspect a manner, as that, in which motherly tenderness was bestowed on the physical prosperity of the new born babe.

Have you, my kind reader, ever had an opportunity of noticing the first beginning of mental activity?

As soon as the organs of senses and the brains of the child are far enough developed as to enter into any connection with each other, that is to say, as the brains are ready to receive, by mendiation of the organs of the senses, especially those of the eyes and ears, the lasting impressions of things around it, it begins to pick up the names of them. Thus are names of things the child's earliest notions, which are followed by names of qualities and names of actions of things. From that very moment, when the child brings one notion into any relation to another, the mind commences its operations, the child begins to think. As soon as this, as it were, crystalization of mental substance, takes place, the child by it is rendered desirous of enlarging its treasure of notions, and this is done almost instinctively. Hence the innumerable questions, the child in this period asks, from the very dawn, until the angel of rest shuts its eyes at night. What is? How is? and What does this or that do? are the contents of all these early questions, and—happy the child, that receives answers in accordance with its powers of comprehension. This exchange of ideas is the best exercise for strengthening its conceptive faculty, by which will be laid the foundation for a sound and sharp reasoning.

To this early period of life, all of us are indebted

either for the beginning of a happy development, or lamentable mutilation of our mind. On the treatment of the child in this important period according to the laws of nature, depends the whole success respecting its ability or nonability, in time to come: nothing, of course, can then be more requisite than devoting the utmost attention to the child during this period of its life.

This being a fact, it is a matter beyond question too, that our darlings ought not to be (as they usually are) entrusted to the care of persons frequently occupying the very lowest scale of education themselves; persons, by whose ill-nature or bad humor the loveliest child may be perverted in a few days into a real young Mephisto, the spirit of opposition and contradiction, so that months, nay years may be wanted to extirpate so quickly acquired bad habits.

But, do you ask, what can be done, if the father has to follow the call of his extensive business, and, the being delicate of this, or the housewifery of that mother, keeps them away from their children, although all of them love their little ones tenderly? What can be done??

The entirely satisfactory answer to this question is given by the "Kinder-Garten", which, far from being a "School", is nothing but the "Common Nursery" of several families, who have united in order to have their little

ones part of the day, or all the day, occupied in a manner, and under an inspection, more in accordance with the wants of children, than it could be done privately without the Kinder-Garten.

In the Kinder-Garten no school-mastering teaching takes place. Unfolding of the bodily and mental powers, enlivening of æsthetic feeling and of the desire for activity, knowledge and perception, is its task ; in one word: "Harmonious Development of Pure Human Nature" is the praiseworthy aim of the Kinder-Garten.

As the ground wants tilling previously to our entrusting the seeds to the womb of mother Earth, so future life, for its important tasks, requires a well-prepared soil-in which pupils of a Kinder-Garten never will be deficient.

Playing is the most natural occupation of the child, and its natural impulse of imitation leads it to the first activity. Hence play, and the natural impulse of imitation, as the principle means of education, are made use of in the Kinder-Garten. By way of these two mediums, the child receives, according to its individual adaptedness, a treasure of notions, hears their lingual signs—the words—becomes acquainted with the use of the latter—i. e., learns to speak. As to correct pronnnciation of each sound particular attention is paid in the Kinder-Garten, its pupils become well prepared also for the instruction in

reading afterwards. Exercising, in the meantime, its bodily dispositions, the child practises, as it were, mental and bodily gymnastics together. Little songs diversify the life of the Kinder-Garten, and prove very advantageous for the development of keeping time, true singing, and of the organs of speech, frequently so badly neglected. In short, the Kinder-Garten endows its pupils, with all that is necessary and agreeable; they leave this institution healthy in body and mind; consequently able to answer all claims which a well organized society in future life may lay upon them.

The Kinder-Garten, in Germany, first established some fifteen years ago, bave been prohibited in their original form in that land of tyranical oppression, and their inventor has been driven from place to place in his fatherland, on account of his liberal mode of education.

This is, in my opinion, the best commendation that ever could be given to the Kinder-Garten plan.

The Kinder-Garten, then, are seeking refuge now in the land of the free, that afforded liberally a home to so many a refugee; and the author of these lines, to whom the bodily and mental welfare of Heaven's loveliest gifts, "our innocent little ones," more than any thing else, clings to his heart, commends the above mentioned institution to the protection of American Ladies particularly, as he

knows by experience, that the hearts of the fair sex are more accessible for all noble and sublime feelings, than those of his own.

In their native land the Kinder-Gærten were first introduced by the assistance of ladies ; be it thus also in their desired home of adoption.

EDW. WIEBE.

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THIRD PART.

THE END.

THE

ALPHA OF EDUCATION,

BY

EDWARD WIEBE.

BROOKLYN:
OFFICE OF THE FLYING LEAF,
1855.

P.P.

In presenting the Alpha of Education, its Author begs leave to state, that the M.S. of his Lingua-Logic is nearly finished, and that he would be glad to meet with a person, interested in the study of language, according to the laws of nature, who would assist him in bringing out the book in a more superior manner, than he was able to do in publishing the "Alpha of Education."

N.B. This Book will be forwarded to any address, on reception of twenty-five cents in postage stamps, letter post-paid and addressed to

ED. WIEBE,
Editor of the "Brooklyn Flying Leaf."
Brooklyn, 1855.